



**FRANKLIN**<sup>TM</sup>  
SCIENCE STANDARDS  
MODEL K-12 SCIENCE STANDARDS

# MODEL SUPPORT LETTERS



NATIONAL  
ASSOCIATION  
of SCHOLARS

# TABLE OF CONTENTS

1. Model Resolution
4. Model Letter to the Editor
5. Model Letter to a Policymaker
7. Model Speeches and Letters

# MODEL RESOLUTION

Grassroots activists should consider drafting Resolutions in favor of the *Franklin Standards*. Resolutions express the public sentiment of a group of citizens, a public body such as a city council, or a private organization such as a parents' league. They don't make law, but they encourage policymakers to pass laws and resolutions—and they're useful sources of publicity in themselves, since grassroots activists can issue a press release every time an organization passes a Resolution.

Resolutions should call either on a state authority such as the State Education Department, or a local authority such as a particular School District, to adopt the *Franklin Standards*. We have crafted one model resolution, adaptable for either purpose.

## MODEL RESOLUTION TEXT

We call on the **{State Education Department} / {Name School District}** to adopt new science standards, based upon *The Franklin Standards: Model K-12 Science Standards*. The *Franklin Standards* is rigorous, clearly written, and appeals to a broad majority of Americans, because it does not pursue a narrow, ideological agenda. The *Franklin Standards* provides comprehensive content knowledge, integrates that content knowledge with the scientific method and how to think scientifically, and educates students to act as informed and confident citizens and policymakers.

The *Franklin Standards* provides a content-rich summary of required science knowledge, with equal standards for every student, which includes Physical Sciences (Chemistry and Physics), Life Sciences (Biology), and Earth and Space Sciences, as well as Technology and Engineering, History of Science, and Scientific Inquiry. The *Franklin Standards* focuses on lucid statements of scientific knowledge that every citizen should know.

The *Franklin Standards* removes the low standards imposed by the Next Generation Science Standards and similar standards in the name of "diversity, equity, and inclusion," politicization, and the conflation of scientific inquiry and activism. It provides full and excellent science instruction by using materials produced before the radicalization of the education establishment and by incorporating current scientific knowledge.

The *Franklin Standards* is designed so that states and school districts can alter the sequence as they see fit. States and school districts can create equally rigorous

standards by abbreviating some topics, expanding others, or making age-appropriate adjustments.

The *Franklin Standards* does not provide an entire curriculum. Teachers are free to teach each topic as they see fit, to add new topics, to incorporate independent lesson plans and sequences, and to unite items from these learning standards into thematic units. They also are free to reorganize the sequence in which they teach these topics, as well as to review material from earlier grades in any course of instruction.

The *Franklin Standards* emphasizes clarity far more than rival science standards. We have eliminated the tangle of skills and crosswalks and presented a simple list of factual items. The *Franklin Standards'* straightforward structure makes it easy for teachers to use and easy for parents to hold teachers accountable for how well they teach science.

The *Franklin Standards* aligns with pedagogies that emphasize rigorous standards, individual effort, classroom instruction, and content knowledge. These pedagogies increase school accountability to parents and policymakers. You can't tell how well teachers instruct an individual student when they're assessing group projects, "skills," or ideological commitments—or when all students pass, no matter how little they learn.

The *Franklin Standards* prepares students for college and career with broad background knowledge; the talent to absorb, synthesize and make use of large numbers of facts; the capacity to listen sympathetically to multiple points of view and to engage in free debate; the readiness to be judged for their ability to produce timely and competent work; and independence of conscience and mind.

The *Franklin Standards* are intended to boost science knowledge of all students and are not intended to substitute for early college classes, such as dual credit (taught in high school) and dual enrollment (taught in college) courses in advanced science. We also encourage ambitious and qualified students to take early college courses, the better to stimulate their love of science and prepare them for college and career.

Content standards that focus on "skills" and abbreviate content especially harm the education of disadvantaged students, and thereby foster an unequal society. When disadvantaged students receive intensive content instruction, they learn eagerly and well. The *Franklin Standards* offers comprehensive content knowledge to ensure that America's schools fulfill the promise of equal educational opportunities for everyone.

The *Franklin Standards'* intensive content standards facilitate reliable assessment, whether by national companies such as the Educational Testing Service (ETS), state-level testing, or tests by school districts and individual teachers. Its content standards provide enough material to make it easy both for teachers and for large organizations such as ETS to create tests that accurately assess student knowledge.

The *Franklin Standards'* guides proper teacher training. If teachers do not already know this material, it tells them what they need to learn for their professional development. It also guides the teachers of teachers, in colleges and education schools, as they create courses and instruction sequences in the sciences and engineering.

**{State Education Department} /{Name School District}** should work immediately to adopt new science standards, based upon the *Franklin Standards*.

# MODEL LETTER TO THE EDITOR

Grassroots activists should consider drafting a Letter to the Editor in favor of the *Franklin Standards*. A Letter to the Editor can help persuade public opinion. The Letter to the Editor is also a good model for any very short writing in favor of the *Franklin Standards*.

## MODEL LETTER TO THE EDITOR TEXT

The **{Name School District} / {State Education Department}** should adopt new science standards, based upon *The Franklin Standards: Model K-12 Science Standards*. The *Franklin Standards* is rigorous, clearly written, and appeals to a broad majority of Americans, because it does not pursue a narrow, ideological agenda. The *Franklin Standards* provides comprehensive content knowledge, integrates that content knowledge with the scientific method and how to think scientifically, and educates students to act as informed and confident citizens and policymakers. The *Franklin Standards* already has been endorsed by large number of organizations and individuals from around the country.

The *Franklin Standards* provides a content-rich summary of required science knowledge, with equal standards for every student, which includes Physical Sciences (Chemistry and Physics), Life Sciences (Biology), and Earth and Space Sciences, as well as Technology and Engineering, History of Science, and Scientific Inquiry. The *Franklin Standards* focuses on lucid statements of scientific knowledge that every citizen should know.

The *Franklin Standards* prepares students for college and career with broad background knowledge. The *Franklin Standards'* straightforward structure makes it easy for teachers to use and easy for parents to hold teachers accountable for how well they teach science. The *Franklin Standards'* intensive content standards also facilitate reliable assessment, whether by state-level testing or tests by school districts and individual teachers.

The *Franklin Standards* will especially benefit the most disadvantaged students. Disadvantaged students benefit from intensive content instruction even more than better-off students, who receive large amounts of content knowledge from their families and peers. Content standards that abbreviate content foster an unequal society because they especially harm the education of disadvantaged children. The *Franklin Standards'* intensive content standards fulfill America's promise of equal educational opportunities for everyone.

The **{Name School District} / {State Education Department}** should work immediately to adopt new science standards, based on *The Franklin Standards: Model K-12 Science Standards*.

## MODEL LETTER TO A POLICYMAKER

Grassroots activists should consider drafting a Letter to a Policymaker in favor of the *Franklin Standards*. A Letter to a Policymaker can help persuade a policymaker to take action in favor of the *Franklin Standards*.

Our modern Letter to a Policymaker differs from our Letter to an Editor most importantly by including room for Personal Information such as: I am a constituent; I live in X; my children attend school at X; their current science instruction is not sufficient because X. Policymakers (rightly) care more when you can link a request to your own personal experience. Grassroots activists should be sure to connect the call to support the *Franklin Standards* with their own experience about the problems with science education in their local schools.

A Policymaker can include a governor, an education commissioner, a state senator, a state representative, a principal, a school board member, and more. Grassroots activists should tailor this letter to the particular policymaker they're writing to, and make sure that what they're asking for is something that lies within their correspondent's power.

### MODEL LETTER TO A POLICYMAKER TEXT

Dear **{Title} {Name}**,

I urge you to publicly support *The Franklin Standards: Model K-12 Science Standards*, and to tell the **{State Education Department}** that they should adopt new science standards based upon the *Franklin Standards*. The *Franklin Standards* is rigorous, clearly written, and appeals to a broad majority of Americans, because it does not pursue a narrow, ideological agenda. The *Franklin Standards* provides comprehensive content knowledge, integrates that content knowledge with the scientific method and how to think scientifically, and educates students to act as informed and confident citizens and policymakers. The *Franklin Standards* already has been endorsed by large number of organizations and individuals from around the country.

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The *Franklin Standards* will especially benefit the most disadvantaged students. Disadvantaged students benefit from intensive content instruction even more than better-off students, who receive large amounts of content knowledge from their families and peers. Content standards that abbreviate content foster an unequal society because they especially harm the education of disadvantaged children. The *Franklin Standards'* intensive content standards fulfill America's promise of equal educational opportunities for everyone.

**{Personal Information: I am a constituent; I live in X; my children attend school at X; their current science instruction is not sufficient because X.}**

Please publicly support the *Franklin Standards*, and urge the **{State Education Department}** to work immediately to adopt new science standards, based upon the *Franklin Standards*.

Best wishes,

**{Name}**



## MODEL SPEECHES AND LETTERS

Grassroots activists should be prepared to make a more detailed argument in favor of the *Franklin Standards*. This argument can take the form of a speech at a City Council Meeting, a speech at a School Board Meeting, or a Letter to a School board. These Speeches and Letters should be longer than a Letter to the Editor or a Letter to a Policymaker. This resource should be used for any purpose that requires a longer argument in favor of the *Franklin Standards*.

### MODEL SPEECHES AND LETTERS TEXT

The **{Name School District}** should adopt new science standards. I recommend that we adopt standards based on *The Franklin Standards: Model K-12 Science Standards*. The *Franklin Standards* is rigorous, clearly written, and appeals to a broad majority of Americans, because it does not pursue a narrow, ideological agenda. The *Franklin Standards* already has been endorsed by large number of organizations and individuals from around the country. The *Franklin Standards* provides comprehensive content knowledge, integrates that content knowledge with the scientific method and how to think scientifically, and educates students to act as informed and confident citizens and policymakers.

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The *Franklin Standards* removes the low standards imposed by the Next Generation Science Standards and similar standards in the name of “diversity, equity, and inclusion,” politicization, and the conflation of scientific inquiry and activism. It provides full and excellent science instruction in part by using materials produced before a hyper-politicized generation came to the fore in the education establishment and in part by updating its content to incorporate current scientific knowledge.

The *Franklin Standards* is designed so that states and school districts can alter the sequence as they see fit. States and school districts can create equally rigorous standards by abbreviating some topics, expanding others, or making age-appropriate adjustments.

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